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**Instruction and Tech**

**Tech Activities Critical Thinking**

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1. **Explore the Intel Seeing Reason Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?**

The tool encourages students to look at many contributing factors of a given situation and critically analyze which factors make contributions to the issue and in what ways, which ones have the most influence, etc. To use the tool, students need to think visually, critically, logical-mathematically and spatially, as well as linguistically to create this map. Also, it is a visual apparatus that we as teachers can use to more easily assess our students reasoning.

1. **Click on Try the Tool and then click on the Demo and read the Project Description Road Safety. The map shows students’ ideas about causes of traffic jams. Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.**

The new factor I created was winter. If it is winter, it is far more likely to snow, and the snow increases the probability of accidents happening and can decrease the number of available lanes, thus creating traffic problems.

1. **Next click on the Tutorial (underneath Demo on the Try the Tool page) and view the animation. What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?**

“The first step is to get the class to agree on the definition of the problem.” Have a brief discussion to facilitate this collective understanding.

You will then need to follow the directions on the website to set up the parameters of the issue, ex) what is the issue, describe it, decide what questions to ask about it. Save.

Add your students in teams. Use the teacher work space to set up and manage the student teams. Give each team their ID and password so they can do the assignment.

1. **Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Seeing Reason Tool?**

I would use this tool for a project on understanding music history. I would want my students to explore questions such as: Why does music change over time? How do cultural influences change music? In what ways? In doing a project like this, students can critically analyze how culture and time changes music, and predict where music may be shifting to in the future, based on our current cultural shifts (to a technological based society, to a global economy, etc.)

1. **Explore the Intel Showing Evidence Tool. Click on the Overview and Benefits link. How does the tool facilitate students’ critical thinking?**

It helps students critically develop one side of an argument to take, and to develop solid evidence to support the argument. It helps students to critically assess their sources for evidence. By developing arguments about an issue and exploring different parts of the issue, students are also gaining valuable bits of content knowledge in the process.

1. **Click on Try the Tool and watch the Animated Overview to learn how to set up an account and copy a project into the Teacher Workspace. Next click on the Secondary Demo and read the Project Description for Serious Malady Explain how each of the assessments provides guidance to students throughout the project.**

“These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.” They provide guidance throughout the project by giving various types of feedback at different points in the project, while students still have time to redo work and get additional feedback on it later. As they do the project, they are getting consistent feedback to help them improve the project.

1. **What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?**

Lead a discussion about what makes a source reliable, and how you know you can trust what you read, see, hear, etc.

Log onto the Teacher Workspace, and set up a new Showing Evidence Project.

Follow the prompt to set up the parameters of the project.

Set it up so they can use either the standard or simplified version.

Set up the labels for the project with appropriate terms.

Add in teacher-created evidence before they can begin the assignment.

Add the student teams, give student teams ID and passwords, and then let them begin the assignment.

1. **Click on the Project Examples link and explore the Project Ideas and Unit Plans. How do the examples stimulate your thinking of how to use the Showing Evidence Tool?**

I could use this tool in an opinion based project in a composer unit. For instance, if students were trying to learn more about Beethoven, we could read about and watch videos about Beethoven, and ask the question: “Was Beethoven’s music a product of his emotions?” Students would find instances in his life when Beethoven showed great passion or tumultuous emotion, and use that as evidence to support their claim in drawing parallels, or they would present issues in his life that refute his emotions in conjunction with his compositions.

I feel like I am reaching a little bit here, and I actually am having a little bit of trouble finding a good way to use this tool in music class. : /